

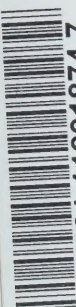
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Trent University

Brief to the Committee on University Affairs

November 1972



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TRENT UNIVERSITY

BRIEF TO THE COMMITTEE ON UNIVERSITY AFFAIRS

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In these days when efficiency is equated to expansion, growth, mergers, cost-benefit criteria, it is all the more important to reassert that efficiency in education requires quite contrary conditions: the small unit which can dispense with organization, the personal relationship without the intervention of bureaucracy, the uncontrived encounter between teacher and pupil.

Sir Eric Ashby

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Schedule 1: Long-term enrolment data

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Introduction

Trent University was founded, and has continued to develop, in the belief that learning is an individual experience and teaching a personal process. Through both its academic programme and its academic structures, the University has sought to develop its focus upon the individual student and to provide opportunities that allow for close personal contacts.

In its undergraduate programme, Trent offers courses in eighteen separate fields of study and in combinations within these separate fields. Teaching, including that in the first year, is done by full members of faculty. In addition to lectures, classes are conducted in small groups, in tutorials and seminars, in which students engage teachers and fellow students in frequent, often very lively discussions, for which each student must be prepared and able to contribute effectively.

Trent's organization into a system of residential-teaching colleges brings together students and faculty and staff, both formally and informally, in a smaller community within the University. As a member of a college, each undergraduate student is assigned a personal supervisor of studies whose role is to advise in selection of courses and academic progress, as well as in many other matters. (Although many part-time students do not elect to affiliate themselves to one of the colleges there is an active part-time students' association, and each student is assigned an advisor whose role is similar to that of the supervisor.)

We maintain that, with its unique emphases, Trent University has effectively widened the scope and diversity of educational opportunities available to post-secondary students in Ontario and in Canada. That it has a distinctive character is clear from the fact that Trent University from its earliest days has attracted and continues to hold a large measure of interest and support from people in all walks of life from all parts of the province, the country and beyond. The University itself remains convinced of the validity of its educational approaches, which it believes are making a significant and valuable contribution to higher education in Ontario.

We realize that not every student will find merit or benefit in the approach taken at Trent, but the fact remains that for many students Trent University offers a desirable alternative to patterns of undergraduate education elsewhere.

Perhaps some support for this position is demonstrated by the fact that this University has the highest proportion (70%), among Ontario universities, of students enrolled from outside its own geographical region. Moreover, there appears to be some reason to suppose that a general change in attitudes is occurring in the western world, and that in the future the societal and psychological values of small units will be increasingly stressed as a worthwhile social goal.

In the past two years, in Ontario and in much of Canada, a significant decline in enrolment growth - a decline that does not appear to be offset by corresponding growth increases at the Colleges of Applied Arts and Technology - has forced universities and government agencies to change plans and expectations. The pattern of large annual enrolment increases so characteristic of the sixties has, it now appears, been radically altered.

Trent University from its inception has resisted pressures toward rapid development and expansion, choosing instead to grow modestly and with close attention to the academic implications of expansion. Now, in the light of the present enrolment situation, we are more than ever convinced that the growth pattern that the Committee on University Affairs has urged upon us cannot be achieved. For this reason, the University has prepared a revised forecast of levels of enrolment anticipated over the next five years - although it may well be that even this revised estimate will prove too high. (In parentheses it should be added that we see neither the logic nor the desirability of spending public funds in an advertising campaign designed to attract students to Trent in order to meet demands that we "emerge" soon in order to fit a formula.)

While urging the Committee on University Affairs to accept our revised estimate of growth, the University wishes to argue even more strongly that there should be a re-examination of the concept of Trent as an "emerging" university. Considering the state of development and achievements of Trent to date, its plans and proposals for the future, the changing circumstances that have appeared in the 1970s, and the desire on the part of the University to base its operations and development on reasoned and realistic premises, the Committee on University Affairs is urged to adopt the principle that Trent has achieved the status of a recognized, distinctive, academically viable institution with its own special purposes and particular needs. In its forthcoming recommendations to government the Committee On University Affairs is here being asked to be guided and aided

by an assessment of programmes and projects now under way and others being considered for possible introduction at Trent University.

Graduate Studies and Research

In 1966, the Senate of Trent University agreed that the main efforts of the University in its early years must be directed towards the development of a sound undergraduate programme. The University continues to be convinced of the importance of developing its undergraduate programmes and is also aware of the necessity for greater coordination and rationalization of graduate programmes. At Trent, three graduate programmes at the Master's level have been successfully appraised. Recently, with the introduction of discipline assessment, serious consideration has been given to the place of graduate studies at this University.

While Trent's emphasis will continue to lie in the field of undergraduate endeavour, we firmly believe that some level of graduate activity is necessary to the health of any university. Not only do such programmes emphasize a university's commitment to academic excellence, but they, and the senior students that they attract, provide an important focus for scholarship and research by faculty and students alike.

We believe that such programmes should be firmly based on experience and experimentation at the senior (third-year and honours) undergraduate level, and should be a natural outgrowth of developments at that level.

For these reasons, it is not anticipated that further movement by Trent into Masters work will be at all rapid but will instead be undertaken deliberately and selectively. We are going forward at this time with internal review of a request for appraisal of at least one programme, Art and Archaeology of the Americas. This proposal, which would be unique in Canada, has developed from emphases taken at the undergraduate level over the past four years. The undergraduate programme has now reached the point at which numerous enquiries and expressions of interest are being received from students across Canada, and from many outside agencies, notably museums, that are ready to collaborate. The research work carried out in the programme has been, and at the Master's level would continue to be, student-oriented. The programme would make valuable contributions not only in the fields of art and archaeology in Canada, but also, internally,

to our Canadian Studies Programme, and to our Department of Anthropology, History and Native Studies.

We would like to think that the years of careful planning that have gone into the Art and Archaeology proposal will be typical of Trent's approach to graduate work. While our projected five-year plan for work at this level may appear to be restrained and modest in the extreme, that must not be taken as indicating any lack of interest in graduate work, but rather as proof of our concern that our proposals, when and as they arise, will be fresh, will carry a distinctive flavour, will be well grounded in undergraduate experience, and above all will be commensurate with Trent's educational values and priorities.

Nevertheless, what to us seems a reasonable and appropriate choice - to emphasize undergraduate studies and to undertake graduate studies on a selective basis, a choice in which we believe members of the Committee on University Affairs will concur - has both academic and financial consequences for Trent University. Certain of the financial and related implications are discussed more fully in subsequent pages under Expenditure Projections.

For the University's part, new opportunities must be sought to enable faculty to participate in graduate programmes of nearby universities. A number of experienced faculty would welcome supervision of graduate students at both the Master's and Ph.D. levels, and already some attempt has been made to provide such collaborative arrangements with other universities nearby.

In addition, there is a need to secure funds to enable members of Trent's faculty to pursue research activities. It is a matter of concern to this University that governments at both levels have chosen policies that will tend to limit support for research in universities. It may well be that research of a certain kind is better done in industry and in specialized research centres. However, it should not be forgotten that from research in universities of another kind - what has been called "curiosity-oriented research" - numerous discoveries have resulted, which have had far-reaching social, educational and technological implications. A few of the most significant advances in recent times have occurred as a result of work done by small teams or individual researchers with relatively modest

financial support, using well-equipped facilities in a university setting. The fruits of university research have been important, not only for contributing scientific and technological advantages, but also for conferring social and educational benefits from an expansion of human knowledge which reaches students at all levels. For such reasons, Trent University has consistently maintained that teaching and research are intimately related activities, both essential to its academic life.

Because this University sees research as integral to its teaching and to the quality of the academic experience it can provide for its students, we ask the Committee on University Affairs to seek to impress upon the Government the importance of reviving and expanding its programme of grants-in-aid of research. We also urge that both levels of government should cooperate in planning policies which recognize the inter-relations and inseparability of the functions of teaching and research in universities, and which assure needed financial support for basic research in all areas - humanities, social sciences and natural sciences.

New Undergraduate Programmes

This year, Trent started its Canadian Studies Programme, a step made possible by a grant from the Ford Motor Company of Canada. This programme is believed to be unique in that it is a combination of inter-disciplinary and multi-disciplinary studies at the undergraduate level. A number of core courses will be offered, beginning this fall with a second-year course entitled "Canada: the Land". Further courses are being planned and will be offered in 1973.

Trent is able to build this programme on a firm foundation of emphasis on the study of Canada, an approach taken by appropriate academic departments since the University's inception. One of the earliest undertakings was publication by Trent University of the Journal of Canadian Studies. A recent study of Canadian universities by the Committee for an Independent Canada revealed that - in four subject areas examined: English, History, Politics and Sociology - "Trent had the highest percentage of Canadian courses, namely, 25.8% of those offered by these departments". Students taking courses offered by these and other departments, in particular, Anthropology, Native Studies, Geography and Economics, who are enrolled as students in the new Canadian Studies Programme, will be able to earn a degree in the major field of study with a further designation indicating the

emphasis on Canadian Studies. The pattern is one which allows the University to take advantage of the knowledge and skills of the faculty in various disciplines and at the same time to create for its undergraduate students a central series of core courses which bring about cooperation and interaction by members of many departments.

Committee members already know of the Native Studies Programme, now entering its fourth year. Activities identified as Native Studies are now organized within a separate department with its own chairman. Credit courses were offered last year to over 250 students, of whom 25 were native students. Trent will soon be graduating students with a degree in Native Studies, the only university to do so in Canada.

The generosity of the Donner Foundation made initial development of the Native Studies Programme possible. As in the case of the Ford grant to Canadian Studies, however, such support can only be regarded as "seed" money, and therefore, special pressures are placed on the University in expanding these programmes. In particular it must be maintained that although Trent's programme is designed as an educational experience for both Indian and non-Indian students, the very existence of our Native Studies department throws onto the University a social responsibility that will require special financial assistance if it is to be adequately met.

Trent in its academic planning has moved consistently toward a high percentage of courses involving two or more departments. The language departments, for example, have developed comparative literature courses at the second and third-year levels. A range of other course offerings - Anthropology-Native Studies, Anthropology-Biology, Biology-Geography, Biology-Chemistry, Biology-Psychology, History-Philosophy, Politics-History, Politics-Philosophy, and Psychology-Sociology - have also been developed. In addition, last year, the departments of Politics, Sociology, History and Philosophy cooperated to initiate a Social Theory programme.

Such joint offerings are comparatively inexpensive, but they place heavy demands upon a few faculty members. Nevertheless, we believe that the value of such programmes, which encourage a synthesis of disciplines and discourage fragmentation of knowledge, is indisputable.

Trent University has also recognized the current widespread demand within the Canadian university community for, and

the importance of, teaching Computer Science not only to physical science students but also to those in the humanities and social sciences. Thus far we have been forced financially to limit the offering of Computer Science to a single introductory course. However, all indications here and elsewhere point to the unsatisfactory nature of this common-to-all approach, for the students in the humanities and the social sciences require an emphasis different in course content as well as in rigour of treatment from that necessary for the physical science students. This difficulty has been recognized, and our efforts are directed towards providing the total university community with the best possible training and facilities under the present financial limitations. Continued building along these lines is important to Trent and in line with our emphasis on meeting each student's particular needs, but requires greater expenditures than the modest outlays that we have been making in this area to date.

Part-time and Full-time Students

We wish to take this opportunity to re-emphasize a point that we have made in our past briefs to the Committee, namely that we do not differentiate between our full-time and our part-time students. We schedule many courses each winter in the late afternoon or in the evening so that part-time students may conveniently attend - and the word "courses" here includes all aspects of our teaching process, lectures, seminars, tutorials and laboratories. Such courses are attended by full-time as well as by part-time students and form a regular part of the departmental course offerings.

College Courses

The development of college courses is an important addition to the work of the University. The colleges provide a parallel structure to the academic departments, allowing a less complicated path towards inter-disciplinary offerings, and a focus for innovative techniques and procedures. In the case of credit courses, planning by college Fellows and subsequent consideration and approval of the Academic Development Committee and the Senate ensure that the courses will be intellectually demanding. This year both credit and non-credit courses are being offered in the colleges.

Champlain College is presenting a credit course, Canadian-American Relations 300, entitled "One Continent, Two

Nations: The Limits of Canadian Autonomy", which involves the cooperation of over 25 persons from business, government and trade unions, together with a number of guest academics who will present theme papers and lead discussions on topics from a wide variety of disciplines - Geography, Politics, History, English Literature, Sociology, Philosophy, Biology and Economics. At Lady Eaton College, a credit course, Science in Society 100, is being offered, with the intention that non-science students will be able to gain insight into the role science plays in industrialized society. At least one further credit course, entitled "Man and Survival", is being planned for introduction in 1973-74.

This year's non-credit college courses include an arrangement whereby four Canadian film-makers live one in each college for a week, in which time they will demonstrate and talk about their work and help students interested in making their own films. A non-credit Theatre Arts course, a joint project between two colleges, is also being offered. There is, too, a college art course, organized entirely by students, for those who want to learn basic techniques of painting.

It must be emphasized that the colleges represent an important opportunity for greater flexibility in the utilization of faculty. The Lady Eaton College course mentioned earlier will create a context in which members of the physical and biological sciences departments, where student/faculty ratios tend to be lower than those in the humanities and social sciences, will be involved in teaching arts students the basic concepts of science. The Champlain College course takes advantage of community expertise at minimal cost of the University, but, as with the Lady Eaton College course, faculty members must plan courses, administer the intricacies of inter-disciplinary approaches, lead seminars and give lectures on an over-load basis in the initial stage of development. These programmes, which promise academic enrichment and long-term economic advantages, depend upon the goodwill of faculty who give their time and energy freely and without financial reward.

New Directions

The Committee on University Affairs has frequently expressed the view that the new universities should not simply follow standard patterns of development, but should be experimental and innovative in their approach to post-secondary education. The organization, size and scale of Trent University allow it to adapt reasonably quickly, to initiate and explore

new and potentially worthwhile approaches to post-secondary education.

Proposals related to Trent's commitment to undergraduate education and to continued development of the University's programmes include:

- consideration of methods and structures to enhance our honours programme, particularly through the exploration, and, where appropriate, the development of new interdisciplinary and multi-disciplinary courses involving the cooperation of several existing academic departments. At the same time, consideration will be given to flexible fourth-year course offerings that can be adapted readily to needs and special interests of individual students;
- a review to be carried out of the role of the physical sciences at Trent - not necessarily with a view to some radical change, but rather to assess the benefits of what we are now doing, to consider other approaches and to come to a conscious decision as to the direction we should be taking in view of our current strengths and weaknesses, the needs of our students, the academic balance of the University, and the financial implications;
- in the Department of Native Studies, for example, several new activities should be considered, among others the expansion of non-credit programmes - encouraging band councils to come into residence for extended periods, bringing families of Indian students into the University for seminars on problems peculiar to their situation, enrolling non-qualified Indian students to partake of a wide selection of academic activities on a non-credit basis. Trent would also like to expand its activities in the broad study of native people, including such projects as the collection of band minutes, the taping of native oral history, and the publication of documentary material basic to an understanding of this field of enquiry. Already, faculty members in Native Studies are receiving calls for assistance from native peoples on a scale beyond their capacity to cope with adequately;
- the (Draft Report) recommendation of the Commission on Post-Secondary Education in Ontario for wider accessibility for adults to partake of the opportunities for reading and discussion in universities and colleges. In this connection, Trent wishes to explore the desirability and practicality of

a programme designed to enable mature students - persons who have been out of the formal school environment for at least two years - to live in our residential colleges over an extended period and to have complete freedom to read, attend lectures and seminars and become closely involved in the life of the University. These "senior students in residence" would not earn credits towards a degree but might instead receive a transcript record to indicate their activities. While in attendance, they would be assisted by faculty in the best use of their time and the University's talents and facilities. For the Province, the University sees the main advantage of such a programme in the opportunity for experimenting to see how such unstructured learning might benefit certain students. Obviously, such a proposal would have to be thoroughly discussed within the University and between it and government;

- realization that, as a group, post-secondary institutions are proliferating series of credit courses outside the regular winter programme in an attempt to meet public demand and political pressure, and at the same time to satisfy the requirements of the financial system under which they - the institutions - operate. We question the desirability of such fragmentation, of breaking down the process of education into units for credit and converting students, teachers and programmes in turn into units for grants. Trent University would like to study this question and explore alternatives, at least in relation to our own small institution and attempt to develop new patterns in adult education and part-time study that would be in keeping with our educational philosophy and our attractive campus, one that would make educational sense and would harness the full energies of our faculty and students alike in educational and self-fulfilling enterprises.

It must be reiterated that the thoughts of this section of the brief are reminders, to ourselves as much as to the Committee, the Government, and the Ontario university system, of the type of role that Trent could play, of the type of projects we feel that we should undertake and are capable of carrying out successfully.

Capital Programme - Athletics

Trent University appreciates and supports the establishment of the capital formula. The fifth college will

be completed during the course of this winter, and the academic wing to that college by September 1973. As was stated in our brief to the Committee last year, the next in our order of priorities is an athletics building. But, herein lies a major difficulty, for while the capital formula would permit us to move ahead with this building, we can see no way in which we could afford to maintain it - a state of affairs that we find very discouraging. Trent's athletic programme emphasizes participation and recreation rather than inter-collegiate competition, but because our present facilities are modest, to say the least, and because the facilities in the community are now being taxed to capacity, opportunity for participation in the athletic programme and recreation will become even more limited as enrolments grow, if indeed we cannot afford to operate an athletic building.

The athletic facilities that we now have already serve many organizations, educational and otherwise, of Peterborough. For instance, sixteen different organizations outside the University use our air structure on a regular basis. As well, literally dozens of organizations throughout the year use Trent's playing field, sail boats, ski tow, track, and tennis courts. Without additional facilities, however, it is impossible for the University to provide more physical space to assist the needs of the total community. Informal discussions are now under way with local groups, looking into the full athletic needs of the community in order that the athletic programmes can be better coordinated. At this point, we request that the Committee give sympathetic consideration to Trent's dilemma in the matter of building and maintaining an athletic facility.

Service to the Community

Mention has already been made of the community's use of our rather minimal athletic facilities.

The resources of the Bata Library, too, are available for the benefit of the community. While there is use by an increasing number of local high school and community college faculty and students, members of local industry and hospitals, we would like to expand this service and to study means whereby the University can be of more direct assistance to the Peterborough Public Library.

Although the University's cultural programme is seriously limited by lack of funds, faculty and students, often

working with members of the community, have produced impressive musical and dramatic events, and a small art gallery has been developed on campus with private support. There are plans to increase these activities and exploratory talks have been started with members of the faculty in Applied Arts at Sir Sandford Fleming College in an effort to find collaborative ways to broaden and strengthen our programmes.

Trent's computer facilities are used by a number of high schools in the area in conjunction with their senior year science programmes, and similar use is made of our language laboratory - its equipment, tapes and expertise.

Meanwhile the University's part-time studies programmes, non-credit courses and public lectures, and assistance to conferences and public meetings continue to grow and form an increasingly important part of Trent's overall operation, particularly during the summer months.

Student Finance

There have been various expressions of concern at Trent University about the possible effects of recent decisions by government to increase tuition fees and to introduce changes in the Ontario Student Awards Programme for 1972-73. Viewed as a set, the government's recent measures to increase tuition fees and in many cases to require students to carry a heavier burden of loans, can be interpreted as evidence of a change from the previous "open door" policy towards one of limiting or reducing university enrolment. Although it is too early to assess the immediate effects of the recent changes, it is conceivable that in the longer term significant numbers of capable students now in high schools, as well as others already in universities, faced with higher tuition costs and the prospect of incurring heavier debt, would choose not to continue with post-secondary study. The end result could well be a return to the situation of an earlier period in which opportunity for university study was limited to the privileged few who could readily afford the time and cost.

A rough measure of the needs of Trent students for financial assistance is the fact that each year since 1967 approximately half the number of full-time students who enrolled in the University applied and qualified for aid under the Ontario Student Awards Programme. The average value of these awards to Trent students, particularly the level of grants, has been

consistently higher than the average for Ontario. Any policy measure with the effect of discouraging students from living in residence works against Trent's collegiate system which forms an integral part of the University's academic planning and organization.

What is disturbing and perplexing for members of Trent is the inconsistency evident in the fact that, on the one hand, the government has selected a set of policy options which may have the effect of curtailing enrolment growth, while on the other, the Ministry of Colleges and Universities has urged Trent to pursue a rate of expansion that is more rapid than that judged to be either advisable or practical by the University itself.

Patterns of Enrolment

In past years, at the request of the Committee on University Affairs, Trent's enrolment projections have been predicated on achieving a full-time equivalent enrolment of 3,200 students by September 1975. Based on an average weight of 1.25 units per student, this enrolment level would have produced 4,000 basic income units under the current operating formula. This rate of growth assumed an increase of approximately 100 students per year in the freshman class and a modest increase in graduate enrolment to 42 students.

The validity of this rate of development, which we have repeatedly questioned, was re-appraised during 1971-72 (along with similar re-appraisals conducted throughout the Ontario system). It has become clear that the effects of demographic changes, changing student preferences and attitudes to higher education, in combination with the government policies already mentioned, require a more cautious approach to long-term forecasting.

Trent's five-year enrolment forecast, attached as Schedule 1, sets out a pattern of development considered more reasonable by the University. A full-time equivalent enrolment of 3,410 students is projected for September 1977, based on the following assumptions: (a) undergraduate freshman intake increasing at a rate of 7% per year (i.e., 50 to 70 students per year); (b) upper-year undergraduate retention rates reverting to historical patterns of 85% - 85% - 35% (assuming that the current "stop out" phenomenon will be neutralized in future years by students returning from their "sabbaticals"); (c) a slow graduate development; (d) a reduction in the rate of growth of part-time

studies (winter and summer sessions) to reflect both the smaller number of teachers requiring degree credits and to allow for competition from community colleges for students.

At the same time, it should perhaps be repeated that it is the view of many at Trent that even the relatively modest increases summarized in Schedule 1 may indeed prove to be unrealistically high. These concerns are centred around the retention rates estimated for upper-year students. The University's first-year enrolment target was achieved in 1971-72 and has been comfortably surpassed in the current year. However, in both years, total enrolment has fallen below budget, indicating that the long-term retention rate of 85% - 85% - 35% used in the forecasts should possibly be modified to 80% - 80% - 35%.

Budgeting Difficulties and Budget Review

We wish to emphasize in the strongest possible terms the difficulties created for all Ontario universities, but particularly for the smaller universities receiving "special" grants, by the present method of determining the operating income.

It is not until 1 December, over half-way into the financial year, that a university knows its operating income for that year. Universities are labour-intensive, and yet not until commitments to individuals have long since been made, and not until these individuals have been employees of several months' standing, does a university find out whether it can afford to pay them.

Trent faces a substantial operating deficit for the current year and needs to start budgeting now for the 1973-74 year, and yet it is faced with an almost insuperable dilemma. Our forecasts of enrolment have usually been reasonably good, but minor differences between anticipated and actual enrolments have a substantial budgetary influence, particularly at a time when budgetary constraint is so rigid that there is (literally) no slack - that is when it is simply not possible to carry a contingency item in the budget. This year, for instance, we now expect that our actual enrolment will be about 60 students below anticipated enrolment: this amounts to an income shortfall of almost \$180,000 with no opportunity in the five months left after 1 December to re-arrange our operations to cover such a deficit. Moreover, our experience during the past year, when \$100,000 was suddenly cut from our special grant, without

discussion and without warning, makes us hesitant to place too much faith in the level of special support that has, to now, been indicated as that to be received for the 1973-74 academic year.

Our anticipated income for 1973-74 is therefore a matter of guesswork only (even if dignified by the name of "forecast", the experience this year suggests there is little real possibility of forecasting the level of our special grant). Against that kind of background, we must negotiate salary levels for 1973-74, we must decide to recruit or lay off staff, and we must try to plan an academic operation that will bring distinction to Trent University and to the Province of Ontario.

During the last academic year, the University initiated a rigorous review of its priorities and budget through the establishment of a Senate Committee on Budget Review and Priorities. Study was begun on every aspect of the University's operation and significant cut-backs were made in several areas, resulting in savings of \$220,000 in 1971-72. Additional appointments and replacements of personnel in every department of the University have been affected. This review is, of course, continuing in the current academic year, but unless and until some more helpful procedures are devised, so that a university may know its operating income by, at the latest, the commencement of the financial year in question, substantial cutting back will be open to serious questions internally and to charges of "overreaction" to admittedly imperfect forecasts.

Operating Budget Projections

Projected operating income and expenditure for the period to 1977-78, based on the revised enrolment forecast, is attached as Schedule 2, which also summarizes results for the ten months ended 30 April, 1972, and sets out the University's provisional budget for 1972-73.

An operating deficit of \$30,000 (excluding ancillary enterprises) was incurred in 1971-72 after deferring \$288,000 (two-twelfths) of the University's special grant to be added to income in the 1972-73 financial year. In 1971-72, the University experienced a shortfall in enrolment and basic income units, with a resultant loss of income of approximately \$250,000. Unlike several other universities, however, Trent's special grant was not increased to compensate for the shortfall. By freezing

staff levels where possible, by deferring some expenditures to future years, and by effecting other economies, the University was able to reduce its deficit to \$30,000 in 1971-72, and at the same time was able to defer the full \$288,000 to 1972-73.

The 1972-73 provisional budget, which was approved by the Board of Governors in April 1972, subject to further review and finalization, anticipated an operating deficit of \$270,000 (excluding ancillary enterprises). This budget utilized \$140,000 deferred income from 1971-72 and assumed a special grant of \$1,500,000. Schedule 1 sets out anticipated income and expenditure for the year incorporating the expected actual enrolment of 2,270 F.T.E. students and the revised special grant of \$1,400,000. A loss of income of \$180,000 is estimated, due to the enrolment shortfall of 60 students, along with a further \$100,000 arising from the reduction in the special grant. Nevertheless, as a result of savings initiated by the Budget Review Committee, referred to in an earlier section, the University has been able to reduce its projected deficit from \$270,000 to \$200,000. It must be emphasized, though, that there will be real and serious costs in terms of increasing overload for faculty and staff with inevitable inefficiencies in academic terms.

(a) Income projections

Income projections for the period 1973-74 to 1977-78 include provisions for special grants as announced by the Minister in April 1971.

The grants announced at that time were related to an assumed weighted enrolment, as follows:

	Announced <u>Grant</u>	<u>Basic Income Units</u>	
		<u>Assumed 1971</u>	<u>Current Projections</u>
1972-73 (Budget)	\$1,500,000	3,025	2,864
1972-73 (Anticipated)	\$1,400,000	3,025	2,770
1973-74	\$1,100,000	3,350	3,135
1974-75	\$ 600,000	3,675	3,400

It was also indicated at that time that the special grants for 1973-74 and 1974-75 would be adjusted upward to reflect unit value increases over \$1,730. No provision has been made in the income projections for this adjustment.

The lower rate of increase in enrolments, currently projected by the University, coupled with the above schedule of special grants, will produce a relatively constant income of about \$6,800,000 for the next two years. In 1975-76, total income will be approximately \$130,000 less than anticipated in the 1972-73 provisional budget, even though enrolment will have risen by 27% to 2,975 F.T.E. students. This anomaly occurs, of course, because special grants were originally calculated on the basis of a linear equation by which these were to be phased out at 4,000 basic income units in 1975-76.

(b) Expenditure projections

Projections for the period are based on restricting expenditures to the minimum consistent with maintaining the quality of the regular academic programmes in undergraduate arts and science.

Provision has been made for some additions to clerical and secretarial staff and related expenses where these become warranted by increased enrolments; some expenditures have been held constant at 1972-73 levels (after provision of a cost-of-living increase); other expenses have been reduced from current levels. Library expenditures have been projected at 10% of total operating expenditures, the proportion which has been endorsed by Senate as a reasonable basis of funding for a smaller, developing institution. Increases projected for plant maintenance and engineering relate to new plant facilities to be constructed under the University's capital development programme, as set out in Trent's "Statistical Report", 1972.

The University's projections of operating expenditures are based on an increase in staff/student ratios over the period to an operational maximum of between 1:15 and 1:16. Any significant increase in ratios or work loads beyond this point is considered to be inconsistent with the University's aims and a serious detriment to its academic programme.

It should be pointed out here that Trent's decision to pursue a reasoned pattern of selective growth into graduate studies brings cost and income consequences which we ask the Committee to acknowledge and to recognize in any subsequent recommendations it may make to the Government. Items that should be mentioned are that, for a basically undergraduate institution like Trent University, a staff/student ratio of 1:15 is equivalent to over 1:20 at a larger multi-faculty university,

which is able to employ large numbers of graduate students as teaching assistants (the University of Toronto Graduate Students' Union report of May 1972 concludes that between 33% and 40% of the teaching required in the undergraduate arts and science programme is carried out by graduate assistants); secondly, that in those disciplines which require essays and term papers, Trent faculty carry the burden of marking, while in the sciences, faculty and staff with the assistance of a few upper-year students carry out laboratory preparation and demonstrations; and thirdly, that the foregoing of large numbers of graduate students raises two financial problems - a loss of much-needed financial flexibility, and an increased unit count that would go a long way to assisting Trent to meet government's emergence timetable (if indeed that timetable is still to be regarded as realistic, despite all evidence to the contrary).

Costs per student at Trent are expected to decrease over the next five years, from \$3,030 in 1972-73 to \$2,470 in 1977-78, with corresponding decreases in costs per unit from \$2,485 to \$2,005. Increases in expenditures over the five-year period have been held to \$1,540,000, or 22%. During the same period, enrolment is expected to increase by 50%. Nevertheless, in spite of all efforts, the following deficits have been projected:

1972-73 (Anticipated)	\$ 200,000
1973-74	\$ 670,000
1974-75	\$ 920,000
1975-76	\$1,270,000
1976-77	\$ 980,000
1977-78	\$ 765,000

It is this University's contention, as has been stated in earlier submissions to the Committee on University Affairs, that Trent cannot be economically viable as an undergraduate arts and science institution on the basis of the present formula, under which it obtains 1.23 units per student, compared to a provincial average in 1971-72 of 1.735.

In a larger university or "multiversity", in which institutional overheads can be carried on incomes from highly developed graduate and professional programmes, it may be possible to support a viable faculty of arts and science with an average B.I.U. ratio of about 1.2 units per student. However, Trent's analysis of expenditures indicates that, at a scale of

operation equivalent to 4,000 B.I.U.s (1977-78), the University will require a level of funding equivalent to about 1.4 units per student simply to maintain its academic programme, without considering capabilities for innovation and an expanded community role.

Trent University has often in the past been accused by government and other spokesmen of being an expensive and costly institution. The fact is that in many aspects of its operation Trent is "cheap". In such areas as computers, athletic staff, athletic building maintenance, audio-visual services, accommodation for senior administrators, cultural activities, such as the performing arts, museums and fine art, to name just a few, Trent's costs are very low in comparison to many other public and private institutions.

We have argued before, and our conviction about the truth of our argument and the evidence for it are growing: we believe that Trent's costs approximate realistic costs of undergraduate arts and science education. No formula, model or average is likely to convince members of Trent University otherwise. Indeed, it is hoped by Trent University that progress may soon be made towards reporting systems costs on a programme basis.

Conclusion

Trent University will continue its endeavour to hold or reduce costs wherever possible, consistent with its wish to maintain and develop a worthwhile academic programme. In this undertaking the University respectfully requests the assistance of the Committee on University Affairs: it is hoped that both the Committee and the Ministry of Colleges and Universities will concur in the opinion that care on the part of all involved in higher education must be exercised to ensure that efforts at "belt-tightening" do not work to the detriment of any individual student who desires an opportunity to pursue personal and academic development.

In this brief, Trent University has placed before the Committee on University Affairs, and ultimately before the Government of Ontario, the proposition that the continued development of a small, arts and science-oriented university, with an emphasis on residential college life, should be an important element in the post-secondary educational "mix" of

Ontario. With a combination of traditional and innovative patterns, Trent offers not only a different and qualitatively distinctive experience for certain graduates of the province's high schools, but it has the capacity to serve significant further numbers of students from all walks of life. However, the future of Trent University can be secure only if changes in current provincial and national policies are introduced - particularly in the case of financial policies which give advantages to large over small institutions, to concentrated, specialized research over dispersed teaching-oriented research, to non-residential over residential college students, to a graduate emphasis over an undergraduate focus. The present and future of Trent University will indicate whether public faith in a small, undergraduate university, committed to the importance of the individual in education and to innovation in curriculum and techniques, has been justified.

LONG TERM ENROLMENT DATA 1977-1978

Instructions:

1. Please complete this report in a manner consistent with the enrolment categorization scheme and definitions reflected on the regular M.C.U. Enrolment Reports (U.A.R. Forms). Note particularly, however, the precise requirement under item (i) which is for registration in the 1st. University year subsequent to Grade 13 into undergraduate degree Programs only.
2. Reports for the University of Guelph, the University of Waterloo, and the University of Windsor should be on an F.T.E. basis.
3. For constituent Universities with Federated or Affiliated institutions, Full-Time Enrolment must take into account net teaching service performed for these Institutions, and will therefore, be stated in terms of F.T.E. for teaching services performed (Toronto, Waterloo, Western and Laurentian).

	1971 -72	1972 -73	1973 -74	1974 -75	1975- -76	1976 -77	1977 -78
	Actual	Anticipated			Projected		
(i) Full-Time "Freshman Intake" (i.e. 1st. Year Undergraduate Degree)	<u>701</u>	<u>800</u>	<u>785</u>	<u>840</u>	<u>900</u>	<u>965</u>	<u>1035</u>
(ii) Total Full-Time Undergraduate (including diploma and other non-degree and make-up or qualifying year)	1764	1900	2085	2235	2395	2565	2745
(iii) Total Graduate (Fall-Term)	<u>12</u>	<u>10</u>	<u>15</u>	<u>20</u>	<u>20</u>	<u>25</u>	<u>25</u>
(iv) Total Full-Time Enrolment (ii plus iii)	1776	1910	2100	2255	2415	2590	2770
(v) F.T.E. of Part-Time Enrolment using Formula Conversion Factors (excluding "Summer School" Graduate Students)	<u>281</u>	<u>360</u>	<u>450</u>	<u>510</u>	<u>560</u>	<u>600</u>	<u>640</u>
(vi) F.T.E. Enrolment (iv plus v)	<u>2057</u>	<u>2270</u>	<u>2550</u>	<u>2765</u>	<u>2975</u>	<u>3190</u>	<u>3410</u>
(vii) Total Basic Income Units Under Formula (i.e. Total Weighted Enrolment) (1.23 units per student)	<u>2540</u>	<u>2770</u>	<u>3135</u>	<u>3400</u>	<u>3660</u>	<u>3925</u>	<u>4195</u>

NOTE: Anticipated enrolment, 1972-1973 is 58 students and 94 basic income units below the Provisional Budget forecast as shown on Schedule 2.

OPERATING BUDGET PROJECTIONS

	Budget	Anticipated	Estimated	Projected			
	1972-1973	Actual 1972-1973	1973-1974	1974-1975	1975-1976	1976-1977	1977-1978
Actual 1971-1972 (10 Mos.)							
<u>2,057</u>	<u>2,328</u>	<u>2,270</u>	<u>2,550</u>	<u>2,765</u>	<u>2,975</u>	<u>3,190</u>	<u>3,410</u>
<u>2,540</u>	<u>2,864</u>	<u>2,770</u>	<u>3,135</u>	<u>3,400</u>	<u>3,660</u>	<u>3,925</u>	<u>4,195</u>
<u>\$ 1,730</u>	<u>\$ 1,765</u>	<u>\$ 1,765</u>	<u>\$ 1,825</u>	<u>\$ 1,825</u>	<u>\$ 1,825</u>	<u>\$ 1,825</u>	<u>\$ 1,825</u>
Income							
Fees and other income	<u>\$ 1,255</u>	<u>\$ 1,437</u>	<u>\$ 1,530</u>	<u>\$ 1,660</u>	<u>\$ 1,785</u>	<u>\$ 1,915</u>	<u>\$ 2,045</u>
Grant: Standard	3,915	3,555	4,190	4,545	4,895	5,250	5,610
Special	1,500	1,400	1,100	600	-	-	-
Deferred	140	288	-	-	-	-	-
<u>4,327</u>	<u>5,555</u>	<u>5,243</u>	<u>5,290</u>	<u>5,145</u>	<u>4,895</u>	<u>5,250</u>	<u>5,610</u>
5,447	6,810	6,680	6,820	6,805	6,680	7,165	7,655
5,477	7,080	6,880	7,490	7,725	7,950	8,145	8,420
<u>\$ (30)</u>	<u>\$ (270)</u>	<u>\$ (200)</u>	<u>\$ (670)</u>	<u>\$ (920)</u>	<u>\$ (1,270)</u>	<u>\$ (980)</u>	<u>\$ (765)</u>

(dollars '000's)

	Anticipated 1972/73	%	Estimated 1973/74	%	Projected			
					1974/75	1975/76	1976/77	1977/78
Permanent Teaching Staff	154		158		164	170	176	188
Staff-Student Ratio (permanent staff)	14.0		14.5		15.0	15.5	16.1	16.1
Expenditures								
Teaching & related salaries:								
Full-time teaching	\$2,376	34.5%	\$2,579	34.5%	\$2,661	\$2,743	\$2,805	\$2,960
Sessional, part-time; summer	393	5.7	421	5.6	430	440	450	455
Other academic staff	599	8.7	634	8.5	640	642	645	650
Staff benefits	309	4.5	326	4.3	334	345	350	365
Research	3,677	53.4	3,960	52.9	4,065	4,170	4,250	4,430
Scientific Equipment	60	.9	75	1.0	85	95	100	105
Academic Computing	85	1.3	85	.9	75	85	95	100
Other Academic Expenses	380	5.5	395	1.2	90	95	100	105
				5.3	420	435	465	480
Library:	4,202	61.1	4,585	61.3	4,735	4,880	5,010	5,220
Books	296	4.3	320	4.3	330	345	355	370
Other (Including salaries)	415	6.0	430	5.7	440	450	460	470
	711	10.3	750	10.0	770	795	815	840
Total Academic Expenses	4,913	71.4	5,335	71.3	5,505	5,675	5,825	6,060
Other Expenses:								
Administration, development and planning	698	10.1	720	9.6	735	750	760	770
Plant Maintenance	1,042	15.2	1,155	15.4	1,195	1,225	1,260	1,280
Other expenses	177	2.6	180	2.4	190	200	200	210
Contingency	50	.7	100	1.3	100	100	100	100
Total Expenditures	\$6,880	100.0%	\$7,490	100.0%	\$7,725	\$7,950	\$8,145	\$8,420
Cost per Basic Income Unit	\$2,485		\$2,390		\$2,270	\$2,170	\$2,075	\$2,005
Cost per Student	\$3,030		\$2,940		\$2,795	\$2,670	\$2,555	\$2,470

